

# School Plan for Student Achievement (SPSA) and Annual Evaluation Template

SPSA Year  2017–18  2018–19  2019–20

[Addendum 1:](#) Regulatory requirements

[Addendum 2:](#) General instructions.

[Appendix A:](#) Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#) [Note: this text will be hyperlinked to California School Dashboard web page: Essential data to support completion of this SPSA. Please analyze the school's full data set.

School Name

**BALLICO - CRESSEY**

CDS CODE - Cressey School TK-2I 24656496025399 13%  
CDS CODE - Ballico School 24656496025381 3-8 87%

Contact Name  
and Title

Bliss Propes  
Superintendent/Principal

Email and  
Phone

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**THE STORY:** Briefly describe the students and community and how the school serves them.

The Ballico-Cressey School District is located in the North East corner of Merced County. Its boundaries incorporate approximately 150 to 200 square miles including the cities/towns/neighborhoods of Ballico, Cressey, Winton, Livingston, Delhi, Denair, and Turlock. Formed in 1966 when the Ballico Elementary School District and Cressey Elementary School District combined to form the Ballico-Cressey School District. The district consists of two elementary schools: Cressey Elementary School which serves children in transitional kindergarten and kindergarten and grades one and two; and Ballico Elementary School, which serves students in grades three through eight.

The district enrolls about 380 students with one-third of the students on inter-district transfer agreements from neighboring school districts. BCSD is located in the heart of the San Joaquin Valley, surrounded by the agricultural industry. BCSD's main agricultural industries are dairy, poultry, fruit, and nut trees. The residents of the district work primarily in these sectors of the agricultural industry.

The school district's stakeholders underwent an extensive process to rewrite the mission statement and beliefs for the district. The following is our new mission statement:

**Ballico-Cressey School District's Mission**

-Our mission is to prepare, engage, and inspire our students to be their best in a quickly changing global community.

In order to meet this need over the last several years, the Ballico-Cressey School District has worked diligently to provide an education focused on the whole child in order to meet the needs of diverse learners. To do this the district provides resources and activities for students beyond the standardized curriculum. Teachers use the digital curriculum to differentiate instruction to meet students needs, as well as use technological tools to assist students in their learning. After school tutoring and a summer, stem program has been made available to all students the last three years. The district has provided teachers with MakerSpace tools and equipment within the classrooms and implemented all school STEM Challenges to help engage and encourage learning using real-world problems.

The district has focused on and continues to focus on smaller class sizes while maintaining a single grade level per teacher. In years past it was common to find grade level combination classrooms as a necessity due to enrollment and budget constraints. Thanks to additional LCAP dollars this is no longer the case with the district now having two teachers per grade level. The district is able to maintain less than the 1 to 24 student to teacher requirement for transitional kindergarten, kindergarten, and grades 1 through 3.

**SPSA HIGHLIGHTS:** Identify and briefly summarize the key features of this year's SPSA.

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Professional collaboration and staff development continue to be a priority for the district. With the addition of a PE teacher and an instructional aide, the district is able to provide all teachers with a prep period designed to allow for additional collaboration during the school day. The PE teacher takes an entire grade level at a time to PE, allowing teachers to collaborate on curriculum, instruction, and instructional strategies. In grades 6 through 8 one week a month the PE teacher takes 1/2 of all the students to PE, allowing for subject matter teams to collaborate during their prep periods.

BCSD provides teachers with professional development focused on three fundamental areas in a three-year cycle. *For the 2018-19 year*, the district will be focusing on English Language Development, Early Literacy, and Project Based Learning. The professional development has been and will continue to be provided by district staff and outside providers. The district has added three non-instructional days to the school calendar to focus on these three areas. The district will also provide a summer retreat to build community and capacity among its staff members. The retreat will kick off the new initiatives and give teachers planning time to work collaboratively for the upcoming school year. Additionally, the district provides opportunities for all staff members to attend conferences throughout the school year that support digital instruction and/or common core standards curriculum. BCSD continues to be a leader in the area of instructional technology and student learning because of this.

All of BCSD's middle school math teachers attended the National Middle School Math conference in New Mexico and all of the middle school ELA/social science teachers attended the National Social Studies conference in San Francisco. Likewise, the kindergarten teachers, as well as 1st through third grade, have attended the National Kindergarten Conference. The national conferences provide unparalleled access to the best and the brightest in these areas of curriculum development.

BCSD provides all students with a digital device (Chromebooks or iPads), digital curriculum, and internet access in the form of a MiFi hotspot for families who need internet away from school. Teachers and students are always connected allowing for additional support to students and parents as needed. The curriculum resources BCSD utilizes are completely online, allowing for any time anywhere learning. The district has made home to school communication a priority with digital access through Aeries, ParentSquare, Google Classroom, and teacher websites.

## NEEDS ASSESSMENT -- REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Here are some of our highlights from the 2017-18 school year:

- Increased English Learner Progress
- Extremely low suspension levels
- No Expulsions for the 9th year in a row
- Implementation of an all-school STEM Challenge TK-8th
- 100% Participation in County Writing and Speech Festival

The District continued to utilize local benchmarks through iReady. Students continue to show marked improvement, showing more than a year for year growth. iReady is an assessment program aligned to the Common Core Standards. Teachers are utilizing the information to drive instruction and provide multi-tiered support systems that have provided solid foundational work for unduplicated students. The district is using the information to drive data talks with students and help them implement goals towards meeting individual academic progress.

The District has worked with a writing coach for the last three years and continues to see increased writing performance on district benchmarks. Students write daily with a focus on the Common Core State Standards for writing across the curriculum. All students within the district participate in the Merced County Writing Festival as well as participate in the Merced County Speech Festival. Many students have been recognized for their achievement in writing with awards in both of these venues.

### GREATEST PROGRESS

Parent input and participation continue to remain high. Parents are taking advantage of the opportunities to be a part of their students' education. Much of this success is from an increased focus on communication. The district has partnered with ParentSquare to provide real-time information to parents in a two-way communication format. The district has also ensured that parents can access student information through Aeries and have access to all digital curriculum through Google Classroom and teacher websites.

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of school or district data. What steps is the school planning to take to address these areas with the greatest need for improvement?

#### GREATEST NEEDS

- Mathematics Low More than 25 points below to 95 points below (Orange)
- **English Learners**
- **Hispanic**
- **Socioeconomically Disadvantaged**
- 
- Language Arts Low More than 5 points below to 70 points below (Yellow)
- All Students
- (District Placement)
- English Learners
- Socioeconomically Disadvantaged
- Hispanic

Looking at the State indicators for performance there are no student groups that are two or more performance levels below the "all student" performance.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are

significant performance gaps based on review of local performance indicators or other school data. What steps is the school planning to take to address these performance gaps?

Based on the LCFF Evaluation Rubrics and State indicators of performance the District will need to increase student achievement on the CAASPP in English Language Arts and Mathematics. This applies to all student groups and sub-groups.

The most significant way the District plans to increase and improve services for low-income, English learners, and foster youth is through the continued use of a full-time instructional coach, three additional professional development days for certificated and classified staff during the calendar year and a summer retreat for all staff focused on strategic planning for the school year on student needs. This increased focus on instruction will support the district's teachers to provide better instruction and services to the students of the District. BCSD is part of a Title III consortium of services through the Merced County Office of Education. This ensure both professional development and calibrated support our EL population.

## PERFORMANCE GAPS

The District is not achieving where it wants students to achieve nor to the levels the State has set as performance standards. In order to meet the needs of the district students the district plans to:

-Provide direct support for teachers with the addition of a full-time instructional coach. The District has 9 of 24 teachers with less than two-years of experience with the district. It is important to provide these new teachers with the support they need to achieve academic success with their students.

-Provide Beginning Teacher Induction and Support for all teachers that qualify.

-Provide all teachers with professional development in strategies and quality instructional practices for English Learners, Economically Disadvantaged

students, and Special Education Students.

-Provide all teachers with professional development in strategies and quality instructional practices in Mathematics (Number Talks) and Early Literacy (Guided Reading).

-Provide all teachers with professional resources, both digital and print, to research and implement best teaching practices.

-The District added two full professional development days to the calendar for all teachers and academic support professionals.

-District will provide a multi-tier system of support to all students not achieving academic success.

-District will provide all teachers with prep periods by grade level to allow for additional grade level collaboration.

The most significant way the District plans to increase and improve services for low-income, English learners, and foster youth is through the continued use of a full-time instructional coach, three additional professional development days for certificated and classified staff during the calendar year and a summer retreat for all staff focused on strategic planning for the school year on student needs. This increased focus on instruction will support the district's teachers to provide better instruction and services to the students of the District. BCSD is part of a Title III consortium of services through the Merced County Office of Education. This ensure both professional development and calibrated support our EL population.

DATA SNAPSHOT									
ELA 2018					MATH 2018				
Grade LVL	State AVG 2018	BCSD MET %	BCSD EXCEED %	BCSD AVG	Grade LVL	State AVG 2018	BCSD MET %	BCSD EXCEED %	BCSD AVG
3	48.22	38	19	57	3	48.89	19	19	38
4	48.67	39	17	56	4	42.91	29	7	36
5	49.43	29	10	39	5	35.97	2	2	4
6	47.84	43	6	49	6	37.5	15	7	22
7	50.15	47	18	65	7	37.3	21	16	37
8	49.12	26	7	33	8	36.88	12	16	28

**SPSA Categoricals Overview 2018**

The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the (categoricals) sources identified in EC Section 64000 will be used to improve the academic performance of all pupils (BCSD ADA = 370). This SPSA aligns with our 2018-2019 LCAP which is both Board and County approved and reflects both the Consolidated Application Funds as well as the activities supported by the district's General Fund. **2018 Funded: \$129,928** - Totals *below* reflect prior year carryover added in.

**Title I** monies are used for all kinds of purposes, from hiring additional teachers to buying textbooks and computers.

Object #3010	Title I Basic Grant	(3) Classroom Aides and benefits	\$146, 508
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**Title II** is a much smaller chunk of federal funds designed to support states and districts in recruiting, preparing, training and developing teachers and school leaders

Object #4035	Title II Teacher Quality	Professional Development, Inservice & Stipends	\$15,673
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**Title III** programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards. This includes provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Object #4203	Title III ELD	MCOE Consortium For EL Services, Salary	\$14,017
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**Title VI** the Rural Education Achievement Program (REAP) enables small rural school districts to transfer some federal program funds into other programs.

Object #5825	REAP	Salary & Benefits	\$26,849
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**BUDGET SUMMARY : Consolidated Application ONLY**

Total School ConApp Allocation for SPSA Year (Must match District ConApp)

\$129,928	2018-2019
<u>Amount</u>	<u>Source</u>
1.\$146,508	Title 1 - 3010
2. \$15,673	Title II - 4015
3. \$14,017	Title III - 4203
4. \$26,849	Title VI - 5825

List Actions/Services Funded by ConApp Allocations:

1. Aides (3) Salary /Benefits, Indirect costs
2. Professional Development & Stipends
3. MCOE T-III Consortium Support
4. Rural Ed Support - Salary /Benefits

Total School ConApp Allocation Expenditures for SPSA Year

\$203,047
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# ANNUAL EVALUATION

SPSA Year Reviewed 2017-18

Complete a copy of the following table for each of the school's goals from the prior year's SPSA. Duplicate the table as needed.

<b>Goal 1</b>	LEA GOAL: Ensure all students will be provided with access to California State Standards, Common Core curriculum for anytime, anywhere learning and taught by highly trained staff.
	SCHOOL GOAL: 1.

STATE	x 1	x2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	x7	x8
State and or Local Priorities Addressed by This Goal	LOCAL _____							

## Annual Measurable Outcomes

### EXPECTED

### ACTUAL

<ol style="list-style-type: none"> <li>1. Teacher are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the county report.</li> <li>2. Students have sufficient access to standard aligned instructional materials as measured by observation of materials in the classrooms including English Learners.</li> <li>3. Implementation of state board adopted academic content and performance standards for all students</li> <li>4. District will provide programs and services to unduplicated pupils and individuals with exceptional needs</li> <li>5. 100% of students will have a digital device and internet access at school and at home as measured</li> </ol>	<ol style="list-style-type: none"> <li>1. 100% appropriately assigned</li> <li>2. 100% of students had access to standards-aligned instructional materials as measured by observation of materials in the classroom</li> <li>3. 100% implementation of CCSS for all students as measured by purchase orders and visual observation of items in classrooms.</li> <li>4. 100% implementation</li> <li>5. 100% of Students had access to a digital device</li> <li>6. 100% student access and enrollment in all required areas of study as measured by the TK-5 standards based report cards three times a year and 6-8 as measured by traditional grades and standards aligned benchmarks</li> </ol>
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by the number of students devices bought and MiFi's checked out  
 6. Access to a broad course of study as measured by the master schedule

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action  
 1

<p>Actions/Services</p>	<p>PLANNED          Action: Provide all students with online common core instructional materials in all four content areas.           Service: Annual and Ongoing subscription to online content with Houghton Mifflin, Amplify, and Discovery Education.</p>	<p>ACTUAL          Action: Provided all students with online common core instructional materials in all four content areas.           Service: Ongoing subscriptions for common core instructional materials provided by Discovery Ed, Houghton Mifflin and Amplify.</p>
<p>Expenditures</p>	<p>BUDGETED          4000-4999: Books And Supplies Base \$45,000</p>	<p>ESTIMATED ACTUAL          4000-4999: Books And Supplies Base \$45,000</p>

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

2

Actions/Services	<p><b>PLANNED</b>                  Action: Evaluate current common core assessments and make changes as necessary to drive instructional practices.</p> <p>Service: Professional development provided to teachers on how to evaluate current assessments.</p> <p>Service: Annual subscription to online assessment.</p> <p>Service: Calibration training on current assessments.</p>	<p><b>ACTUAL</b>                  Action: Provided a common core benchmark assessment (iReady) for all grade levels and used it to evaluate and drive instructional practices through the collection of data and data talk meetings with all teachers at collaboration meetings.</p> <p>Services: Annual subscription to online benchmark assessment (iReady)</p> <p>Services: Provided professional development in the use of online assessment to drive instructional practices</p>
Expenditures	<p><b>BUDGETED</b>                  1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,000</p>	<p><b>ESTIMATED ACTUAL</b>                  1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,000</p>

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

3

Actions/Services	PLANNED Action: Replacement of netbooks.  Service: Purchase digital devices.	ACTUAL Action: Replaced digital student devices with Dell Chromebooks.  Service: Three-year lease of student Chromebooks for all students within the district through Dell
	BUDGETED 4000-4999: Books And Supplies Base \$46,000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Base \$46,000

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

4

Actions/Services	PLANNED Action: Purchase iPads for TK, K and 1st grades.  Service: Primary students will have access to digital devices that will begin the process of learning keyboarding and manipulation of the computer.	ACTUAL Action: Leased iPads for Tk, K, and 1st grade so each grade level has a class set.  Service: Provided class sets of iPads for Tk, K, and 1st grade in addition to Chromebooks being used in the classroom.
	BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration \$6,000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration \$6,000

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

5

Actions/Services	<p>PLANNED Action: Continue to provide students with internet access away from school.</p> <p>Service: Kajeet Educational Internet HotSpot for each family that does not have internet access at home.</p>	<p>ACTUAL Action: Provided students with internet access away from school</p> <p>Service: Provided Kajeet Educational Internet Hotspot for each family that does not have internet access at home.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$28,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$28,000</p>

**Evaluation**

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

All students were provided with a digital device to access instructional materials both at school and at home. Internet access was provided by Kajeet Mobile Broadband Hotspots for all families who did not have internet access at home so students would have 100% access to all instructional learning materials beyond school hours.

All students were provided with access to digital California State Standards, Common Core Curriculum through the purchase of state aligned instructional materials through Houghton Mifflin, Amplify, and Discovery Education. These digital materials along with the provided digital devices allow students to have access to anytime, anywhere learning. All instruction is taught by highly trained and qualified staff that receive professional development in Common Core Standards and purchased online assessments to drive instruction to further student learning.

The district had no mis-assignments of teachers.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The actions were 100% successful in achieving the District's stated goals.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

n/a

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

No changes were made

# ANNUAL EVALUATION

SPSA Year Reviewed 20\_\_ - \_\_

Complete a copy of the following table for each of the school's goals from the prior year's SPSA. Duplicate the table as needed.

<b>Goal 2</b>	<p>LEA GOAL: Focus on raising reading and math scores for all students including English Language Learners, Special Education Students and Economically Disadvantaged Students through quality professional development tied to the integration of technology and 21st Century Learning.</p> <p>SCHOOL GOAL: 2.</p>
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State and or Local Priorities Addressed by This Goal	<p>STATE    <input type="checkbox"/> 1    <input type="checkbox"/> 2    <input type="checkbox"/> 3    x 4    <input type="checkbox"/> 5    <input type="checkbox"/> 6    <input type="checkbox"/> 7    x 8</p> <p>LOCAL _____</p>
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## Annual Measurable Outcomes

### EXPECTED

### ACTUAL

<ol style="list-style-type: none"> <li>1. Statewide Assessments in ELA for grades 3-8</li> <li>2. Statewide Assessments in Math for grades 3-8</li> <li>3. Percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT (2017), ELPAC (2018 AND 2019)</li> <li>4. English Learner reclassification rate</li> <li>5. Number of students in grades TK-8 that will be involved in an after school program as measured by enrollment</li> </ol>	<ol style="list-style-type: none"> <li>1. 45% proficient or advanced in ELA for grades 3-8</li> <li>2. 37% proficient or advanced in Math for grades 3-8</li> <li>3. Establish Baseline 2018 w ELPAC 2017 results</li> <li>4. 10% increase of EL students being reclassified.</li> <li>5. 37% of all students were involved in an after school program as measured by enrollment.</li> </ol>
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### ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action  
1

<p>Actions/Services</p>	<p>PLANNED Action: Provide grade level interventions in English Language Arts and Mathematics in grades 1- 5.  Service: Instructional Aides. Service: Incentives for students.  Service: Online common core supplemental materials.</p>	<p>ACTUAL Action: Provided grade level interventions in English Language Arts and Mathematics in grades 1- 5 in order to maintain the ability to acquire grade level proficiency  Service: Instructional Aides within the classrooms  Service: Online Common Core Supplemental material to differentiate instruction</p>
<p>Expenditures</p>	<p>BUDGETED 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000  4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000  4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p>

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action  
2

<p>Actions/Services</p>	<p>PLANNED Action: Provide and expand summer school offerings for intervention and enrichment for the unduplicated students grades K-7. Service: Teachers.</p>	<p>ACTUAL</p>
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Service: Instructional supplies and curriculum resources.

Service: Instructional Aids

Action: Provided and expanded summer school offerings for intervention and enrichment for the unduplicated students. STEM, Reading, and Typing programs offered.

Service: STEM for grades TK-7th Grade Service: Incentive Reading Program for TK-7th grade

Service: Typing program for Tk-7th grade

Service: Advance Math course for 7th grade

Service: Instructional Aid for Special Ed Students

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000

4000-4999: Books And Supplies Supplemental and Concentration \$5,000

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000

4000-4999: Books And Supplies Supplemental and Concentration \$5,000

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action  
 3

Actions/Services

**PLANNED**  
 Action: Provide after school tutorials for students performing below grade level in the areas of English Language Arts and Mathematics grades 3-8.

Service: Teachers.

**ACTUAL**  
 Action: Provided after school tutoring for students performing below grade level in the areas of English Language Arts and Mathematics in grades 1-8th grade.

Service: Teachers Service: Instructional supplies and curriculum

	Service: Instructional supplies and curriculum resources.	Service: Provided a wide range of activities connected to curriculum and increased opportunities for students to attend Saturday School.
Expenditures	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

4

Actions/Services	<p>PLANNED</p> <p>Action: Increase teacher knowledge and understanding of best practices around instruction. Specifically, how better to serve underrepresented populations.</p> <p>Service: Provide Teacher on Special Assignment\Instructional in the area of curriculum and instruction to instructional support and plan professional development as well as collaboration days.</p>	<p>ACTUAL</p> <p>Action: Provided grade, Cohort, and whole school collaboration and Professional Development</p> <p>Service: Provided Teacher on Special Assignment in the area of curriculum and instruction for instructional support and plan professional development as well as collaboration days</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,000</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,000</p>

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action  
5

<p>Actions/Services</p>	<p><b>PLANNED</b>            Action: Provide ongoing staff development to all employees related to California Standards, English language development, and writing</p> <p>Service: Contract with outside providers of professional development.</p> <p>Service: Certificated compensation for professional development (2 additional work days per contract negotiation).</p> <p>Service: Instructional Aides compensation for professional development (2 additional work days).</p> <p>Service: Cost of the conference room, room, board and travel for out of town conference.</p>	<p><b>ACTUAL</b>            Action: Provided ongoing staff development to all employees related to California Standards, English Language development, and writing</p> <p>Service: Contracted with outside providers for Professional Development</p> <p>Service: Certificated compensation for professional development (2 additional days added to the calendar per contract)</p> <p>Service: Instructional Aides compensation for professional development (2 additional work days)</p> <p>Service: Cost of conference rooms, overnight accommodations, food, and travel expenses for out of town conferences.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>            1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$36,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$7,000</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$6,000</p>	<p><b>ESTIMATED ACTUAL</b>            1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$36,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$7,000</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$6,000</p>

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action  
6

Actions/Services	<p>PLANNED Action: Continue to provide an induction program for new teachers  Service: Teacher Induction Program (TIP)</p>	<p>ACTUAL Action: Provided Induction Program for new teachers  Service: Teacher Induction Program (TIP) and Teacher Mentor</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Base \$12,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Base \$12,000</p>

**Evaluation**

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The district set in place a wide variety of opportunities for students to receive additional support in all areas of the Common Core State Standards in an effort to increase test score across all populations. Interventions were set in place using current data to address Page 17 of 78 students needs in the classroom on a daily basis. After school tutoring was utilized twice a week across all grade levels in English Language Arts and Mathematics. Saturday School was increased from once a month to every Saturday and additional teachers and staff were hired to offer a larger range of activities for students to participate in.

The Summer program also increased the number of teachers to allow more students to attend and offered STEM, Reading, and Typing programs for grades TK through eighth grade. The district also increased the number of collaboration

opportunities for teachers and professional development days. The district adopted two additional non-instructional days in the calendar to allow teachers to focus on specific strategies and skills that would benefit all students.

The district brought in outside resources to complete walk-throughs and meet with teachers throughout the school year working in writing and math. Teachers were given extra collaboration time with grade level partners by way of additional prep time made available by way of a physical education teacher. Resources were also purchased for teachers that allowed them to research and learn about professional practices that would benefit all students and help them meet their needs at their levels.

The district's one-to-one initiative allows teachers to utilize 21st-century learning to teach current content as well as use technology to differentiate instruction and provide independent instruction to meet the needs of individual students. This technology also allows teachers to track and use data to make timely decisions to support students. Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although the district increased the number of programs and opportunities for students to get additional support in reading and math, as well as increasing the number of students participating in these programs, the district fell short of achieving the set goal of raising test scores. The district underestimated the rigor that was required to navigate the CAASPP test for students, as well as the training needed for new teachers and staff. The school district, however, was able to maintain 100% of students graduating from 8th grade. This was possible due to additional programs and services set in place to support students throughout the entire school year in maintaining grades and completing academic goals. This included parent/teacher/student meetings, setting goals with students, and professional development on best practices in instruction and grading.

The district also increased the number of students attending our summer school program. A survey of students showed that the variety of activities and opportunities was a huge draw for them. The survey also showed that they were highly engaged and were most likely to attend again the next summer.

The district also increased the number of opportunities for students to attend Saturday School from once a month to every Saturday. Additional teachers were hired to offer a variety of activities to students that fostered common core state standards as well as hands on activities.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

none

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

none

# ANNUAL EVALUATION

SPSA Year Reviewed 20\_\_-\_\_

Complete a copy of the following table for each of the school's goals from the prior year's SPSA. Duplicate the table as needed.

<b>Goal 3</b>	LEA GOAL: Engage parents and families to support student success in school.
	SCHOOL GOAL: 3.

STATE	<input type="checkbox"/> 1	<input type="checkbox"/> 2	x 3	<input type="checkbox"/> 4	x 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
LOCAL: Saturday School Attendance _____								

State and or Local Priorities Addressed by This Goal

## Annual Measurable Outcomes

### EXPECTED

### ACTUAL

<ol style="list-style-type: none"> <li>Metric/Indicator Chronic absenteeism rate 17-18 Decrease by 25% Baseline 30 students labeled chronically absent.</li> <li>Metric/Indicator Attendance rates as measured by attendance reports (17-18 98%)</li> <li>Metric/Indicator Percent of students clearing an absence through Saturday School or Independent Study (17-18 Increase by 20% Baseline 50%)</li> </ol>	<ol style="list-style-type: none"> <li>Less than 3% of school population is chronically absent. This is a 60% decrease from the baseline.</li> <li>98.5% of students attended school.</li> <li>20% of students attend Saturday School on a regular basis. This is an increase of 10% from the original baseline.</li> </ol>
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## ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action  
1

Actions/Services	<p>PLANNED</p> <p>Action: Supply office with the supplies required to communicate with stakeholder student groups.</p> <p>Service: Supplies</p> <p>Service: Online services to PARENTSQUARE</p>	<p>ACTUAL</p> <p>Action: Supplied office with supplies and resources required to communicate with stakeholder student groups</p> <p>Service: Office Supplies Service: Online services to PARENTSQUARE</p> <p>Service: Utilize Aeries to run reports and letters</p>
	<p>BUDGETED</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$7,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,400</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$7,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,400</p>
Expenditures		

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action  
2

Actions/Services	<p>PLANNED</p> <p>Action: Add parent education classes for our focused student groups with a focus on getting connected digitally and helping their students become successful at school.</p> <p>Service: Certificated staff to teach the classes on connecting digitally and helping their student be successful at school.</p> <p>Service: Supplies</p>	<p>ACTUAL</p> <p>Action: Used Parent Conferences to assist parents to digitally connect with the school and use technology to monitor student progress</p> <p>Service: Parent Conferences in the Fall and Spring</p> <p>Service: Supplies and resources to give parents to assist them in using digital technology</p>
	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500</p>
Expenditures		

4000-4999: Books And Supplies Supplemental and Concentration \$2,000

4000-4999: Books And Supplies Supplemental and Concentration \$2,000

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

3

Actions/Services

PLANNED  
 Action: Provide all materials in Spanish as an attempt to reach all parents and community members. S  
 ervice: Classified stipend to provide translation services

ACTUAL  
 Action: Provided all materials in Spanish to give parents and the community access to the school and connect with them  
 Service: Classified stipend to provide translation  
 Service: Online services - PARENTSQUARE

Expenditures

BUDGETED  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,500

ESTIMATED ACTUAL  
 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,500

**Evaluation**

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The District was able to implement all but the parent courses for technology and EL support. There has not been enough interest in attending after school workshops/meetings. To compensate for this the district is offering additional support to parents when they meet teachers during conferences. Teachers offer one-on-one support to parents and assist them in connecting digitally with our district to help them communicate with us and tracking their student's progress academically. The District continues to look for support and a partnership to offer adult classes to support our parents in the district. At this time we have not been able to put anything in place officially. This is still a priority in the district and we will continue to look for solutions to this problem.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The District has been successful in increasing parent participation in student activities at after school events, daytime assemblies, district wide events, incentive trips and grade level field trips. Communication with parents, especially two-way communication, has increased with the use of PARENTSQUARE. The programs allows the district to keep parents informed instantly, allows them to reply and comment on information, message teachers directly, and communicate in their home language. Attendance continues to increase by way of active communication with parents and incentives with the students. The district uses attendance monitoring and parent meetings to decrease the number of students that normally would be reported as chronically absent. The addition of Saturday School being offered every Saturday with a variety of activities continues to draw students in and helps to keep attendance high. Attendance has been steady and student participation and satisfaction is high.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

none

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

none

## ANNUAL EVALUATION

SPSA Year Reviewed 20\_\_ - \_\_

Complete a copy of the following table for each of the school's goals from the prior year's SPSA. Duplicate the table as needed.

<b>Goal 4</b>	LEA GOAL: Create safe and welcoming learning environments where students attend and are connected to their school.
	SCHOOL GOAL: 4. Offer support services and activities to keep students and families connected to school

State and or Local Priorities Addressed by This Goal

STATE    x 1     2     3     4     5    x 6     7     8

LOCAL \_\_\_\_\_

### Annual Measurable Outcomes

#### EXPECTED

- Metric/Indicator Survey pupils, parents and teachers on the sense of safety and school connectedness 17-18 Increase by 2% Baseline Baseline to be determined in 17-18
- Metric/Indicator Pupil suspension rate 17-18 Less than 1%
- Metric/Indicator School facilities are maintained in good repair 17-18 "Good" rating or better on the

#### ACTUAL

- 25% of our parent population completed te LCAP Parent Survey
- Suspension rates stayed steady with only 7 students being suspended for 2017-18
- FIT Report showed good conditions, as well as the liability report showed no areas of severe concern.

Facilities Inspection Tool Baseline "Good" rating on the Facilities Inspection Tool

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services	<p><b>PLANNED</b>                  Action: Continue to provide counseling, speech and psychological support</p> <p>Service: Certificated salaries and benefits</p> <p>Service: Additional psychological days</p>	<p><b>ACTUAL</b>                  Action: Provided counseling, speech, and psychological support programs/services through certificated personnel available on campus. Speech held 3 days a week by pre-scheduled appointments. Counseling available 5 days a week through pre-scheduled appointments and walk-ins. Psychological days scheduled as needed.</p> <p>Service: Certificated salaries and benefits</p> <p>Service: Additional psychological days</p>
Expenditures	<p><b>BUDGETED</b>                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,000</p>	<p><b>ESTIMATED ACTUAL</b>                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,000</p>

**ACTIONS/SERVICES**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

Actions/Services	<p>PLANNED Action: Continue to offer students a competitive athletic program</p> <p>Service: Stipends for coaches</p> <p>Service: Travel to games</p>	<p>ACTUAL Action: Offered a competitive athletic program for students for both girls and boys. Sports being offered: Flag football, Soccer, Basketball, Baseball, Softball, Track, and Volleyball Service:</p> <p>Stipends for coaches Service: Travel to games</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Base \$10,000</p> <p>5000-5999: Services And Other Operating Expenditures Base \$6,000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Base \$10,000</p> <p>5000-5999: Services And Other Operating Expenditures Base \$6,000</p>

**Evaluation**

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The District was able to implement and achieve all of the goals it had for providing safe and clean campuses for students and staff. Counseling services continued to be used to support students with programs for social, emotional, and behavioral needs. This included bringing in programs like Rachel's Challenge and adding curriculum to support teachers with issues within the classroom setting. The counselor continued to be an integral part in keeping graduation rates at 100% and keeping attendance levels high.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The District was extremely effective in the implementation of services and actions related to the goal. The District didn't have any critical areas that needed fixing or repairs. The addition of programs and curriculum to support counseling services benefited all students and helped to keep discipline problems at a minimum.

## NEEDS ASSESSMENT -- STAKEHOLDER ENGAGEMENT

SPSA Year

2017-2018

2018-2019

2019-2020

### INVOLVEMENT PROCESS FOR SPSA AND ANNUAL EVALUATION

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

March 14 and 15th - Parent Informational Meetings, held in both English and Spanish

March 15th - May 30th – Parents, students, and staff received electronic surveys via ParentSquare and as a link on the Ballico Cressey Website.

Spring 2018 - Collaboration Meetings with Teachers and Staff

March 21st - Meet with School Bargaining Unit after All School Collaboration Meeting

April 2018 - School Site Council Meeting Board meeting LCAP updates started in February and were covered monthly through June. LCAP Adoption June 28th

### IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

How did these consultations impact the SPSA for the upcoming year?

2018 Goal is for SSC to better “process” or align the SPSA to LPAC goals and expenditures

Fall Update - November 2018 - include Con App expenditures and Overview by Mr. Baptie

## School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Rob Baptie	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janine Borba	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Molly Mullen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Amber Barstow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Dora Paz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Patricia Magneson	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trisha Winton	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florina Flores	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Number of members in each category	1	2	1	4	<input type="checkbox"/>

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<sup>1</sup> EC Section 52852

## **Programs**

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

**Of the four following options, please select the one that describes this school site:**

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.**
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

<b>State Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$ 0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$ 0	<input type="checkbox"/>

<input type="checkbox"/>	<b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$ 0	<input type="checkbox"/>
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<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$ 0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$ 0	

<b>Federal Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 146,508	<input type="checkbox"/>

<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$		<input type="checkbox"/>
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	15,673	<input type="checkbox"/>
<input type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards MCOE - CONSORTIUM	\$	14,017	Title III funds may not be consolidated as part of a SWP <sup>2</sup>
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	26,849	<input type="checkbox"/>

<sup>2</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$ 129,928	
Total amount of state and federal categorical funds allocated to this school	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

<b>Categorical Fund 01</b> <b>Allocated Sept 24, 2018</b> \$129,928	Name:	Pays for:	Outgoing YTD
Object #3010	Title I Basic Grant	Classroom Aides	\$146, 508
Object #4035	Title II Teacher Quality	Professional Development, Inservice Stipends	\$15,673
Object #4203	Title III ELD	MCOE Consortium	\$14,017
Object #5825	REAP	Salary Benefits	\$26,849
		<b>Total YTD</b>	203,047

Funding Source 2017-18 *	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2018-19	2019-20	2017-18 through 2019-20
All Funding Sources	556,900.00	556,900.00	588,900.00	616,100.00	1,761,900.00
Base	138,000.00	138,000.00	155,000.00	161,000.00	454,000
Supplemental and Concentration	412,900.00	412,900.00	427,900.00	449,000.00	1,289,900.00
Title II	6000.00	6000.00	6000.00	6000.00	18,000.00

\* as reported by the 2017-2018 LCAP Annual Update

Total Expenditures by Goal*					
Goal	2017-18 Projected	2017-2018 Actual	2018-2019 Projected	2019-2020 Projected	2017-2020 Total
Goal 1	138,000	138,000	147,000	154,000	439,000
Goal 2	250,500	250,500	263,500	274,000	788,000
Goal 3	20,400	20,400	23,400	26,100	69,900
Goal 4	148,000	148,000	155,000	162,200	465,000
* as reported by the 2017-2018 LCAP Annual Update					

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18	2018-19	2019-20	2017-18 through 2019-20 <b>Total</b>
All Expenditure Types	<b>All</b> Funding Sources	556,900.00	588,900.00	616,100.00	1,761,900.00
1000-1999: Certificated Personnel Salaries	Base	13,000	11,000	12,000	36,000
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	294,000	305,000.00	317,000	916,000
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	31,500.00	36,000.00	39,500	107,000

4000-4999: Books And Supplies	Base	91,000.00	107,000.00	112,000	310,000
4000-4999: Books And Supplies	Supplemental and Concentration	37,000.00	32,500	34,000	103,500
5000-5999: Services And Other Operating Expenditures	Base	34,000.00	37,000	37,000	108,000
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	34,000.00	36,000	40,000	110,000
5000-5999: Services And Other Operating Expenditures	Title II	6,000.00	6,000.00	6,000.00	18,000
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	16,400.00	18,400	18,600	53,400

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - English Learner Advisory Committee Signature
  - Special Education Advisory Committee Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: \_\_\_\_\_ .

Attested:

Rob Baptie  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## **Addendum -- The SPSA Template**

This SPSA template has been adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and is designed to meet the content requirements of *EC* Section 64001 for a Single Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp and any programs the SSC decides to include.<sup>3</sup> Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

### **Legal Specifics for the SPSA**

*EC* Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.<sup>4</sup>

*EC* Section 64001 establishes the following specifics for school plans:

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<sup>3</sup> See Form C: Programs Included in this Plan. For information on programs in which your school participates, consult your district office.

<sup>4</sup> *EC* Section 64001(g)

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include.<sup>5</sup>
2. Any plans required by programs funded through the ConApp and subject to Elementary and Secondary Education Act (ESEA) Program Improvement (PI) requirements must be consolidated into a single plan.<sup>6</sup> Schools may add other funding sources.
3. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.<sup>7</sup>
4. School goals must be based upon an analysis of verifiable state data (California School Dashboard), and may include any data voluntarily developed by districts to measure student achievement.<sup>8</sup>
5. The content of the plan must be aligned with school goals for improving student achievement.<sup>9</sup>
6. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
7. The SPSA must address how ConApp funds will be used to improve the academic performance of all students.
8. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.<sup>10</sup>
9. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the ConApp.<sup>11</sup>

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<sup>5</sup> EC Section 64001(a)

<sup>6</sup> EC Section 64001(d)

<sup>7</sup> EC Section 64001(g)

<sup>8</sup> EC Section 64001(f)

<sup>9</sup> EC Section 64001(f)

<sup>10</sup> EC Section 64001(h)

<sup>11</sup> EC Section 64001(g)